

## 15: 7th Science Cells PostInt

Teacher: I went over to [VT benchmark 00:00:19] for the common core. I know the kids knew that they were expected to read and follow. I didn't go over the fact that cell theory, or the parts of self, but that is- One of my goals, I didn't really communicate. I think myself, evident, as far as they're looking for, what they should be looking for. I think something went well is that I didn't make the students do their own reading, and follow it. I modeled what kind of clarifying questions I would expect them to do, not just ask them what to do next. I modeled what kind of questions they should ask so that I could tell that they read, and just wanted to clarify with something. I did monitor, give immediate feedback for those who were doing the lesson wrong, I guess. Not necessarily wrong, but just didn't understand what was meant when they were supposed to, for example, breaking the onion, and getting the membrane. I modeled that because I saw that several of them were doing it. I was talking to several of them so I decided to talk to the whole class about that.

The grouping, I guess, from before, I didn't make it in class. They're already grouped. They're already grouped so that there's at least 1 student in every group that is the leader. The one that tends to be the [00:02:00] "smart one", or the one that is self directed enough to read, know what's going on, able to answer some questions, and if not, assertive enough to say, "We're going to have to ask mister [00:02:11]." To make sure every group has at least one. Before I had to setup all the groups, I did have to setup so that not all the resource students were in one group. I tried to just mix them up. Every group has a mix group. Every group also has a job for each person so that they know we're not all spending- everybody wait for everybody to grab a glove. They all know someone's supposed to grab the gloves for everybody, one's supposed to grab the goggles, and to prep all the materials, make sure all the microscopes are out.

I still find some broken [items 00:02:59] often, but that's just how it is. Prepping the materials, make the copies. This time I actually revised the lab instructions. Every year, I find something that I'm like, "I don't want them to do that anymore. I'll just change it." Let's see. I did put the chemicals inside the droppers, find all the supplies. Let's see. Anything else? As far as organization, jobs. I think I got most of those things. Procedures, they've already established that they have to do a question when they come in, something they've already learned last time or previously, so they know what to expect. They have that expectation when they come in. They know they have to fill in their planner before they come into the class, get the homework boards outside, and then they know that they shove it out when I come around to stamp, so we don't have to spend time doing that. Clean [00:04:00] up is still a work in progress. They have to learn. I'll say, "3 minutes." They have to monitor themselves, make sure the time's, "Oh, got to- " "You don't have time to do the next thing. We should start cleaning up." Then I want to come around and spray, because we have stuff on the table. I don't want the next person to come in with stuff on it. They got to realize, "I got put away all my stuff, get ready for the spray."

It's easy to see the engagement for the students when they, "This is the first time - This is the first time I don't look good." It's like, "Really? Do we really need to go for a

wealthy looking goggles?" It's great that they actually get a chance to see, "Science-y stuff". They love to use the microscopes. Hopefully, more we'll get to the cheek cells. Some of them did get to it. They were like, "[inaudible 00:04:59]" They love using their own body, and putting it on the slide. That's a good engagement for them. As far as meaningful, hopefully they can see that it's them, [inaudible 00:05:22] cells so that they're in about themselves basically, and how life is. The plants they eat. The onion, they eat that.

Relevance, wasn't my goal, but I guess there's a certain things that they'll see that are part of them, see over and over again in their lives. I guess, just seeing that living things, like them, are made up of cells. I guess the other relevant thing is to learn that they have to work with each other. No matter what kind of situation, they're there. There's just [00:06:00] going to be various situation where they have to work with the other person. It's not always their favorite person, but they got to realize that everybody has something to contribute, so you got to put them away to their feelings and do it. A room setup would be nice. If I could have it setup so that we could circulate easier.

This dead end right here is not exactly the greatest for me, but I do it. I have the digital microscope on there. I don't always get around to using it, but I do like to use it to show the kids, "That's what you should be looking at." Really too busy doing the feedback, but somehow incorporating what they see. Because it did help some of them when I said, "You what you're seeing here, but it's actually overlapped." They're like, "Yeah, that's right. It is what I'm seeing." That would be nice to see. I think about where I should put the benchmark. The reading benchmark on their tables somehow, so they know that there's [inaudible 00:07:08] lab procedure. That would be good too. They know that they have to- that's what they're expected to do.